



10 PERSONALIZED PD + SUPPORTS

Professional development (PD), observation & feedback, and goal-setting is personalized, aligned to the school's PL vision, teacher-driven, and part of a continuous collaborative improvement model that embodies PL practices at the professional level to ensure all teachers are getting the support they need to implement PL in their classroom.

	NOT PL READY <i>Level 0</i>	PL READY <i>Level 1</i>	CONSISTENT PRACTICE <i>Level 2</i>	PERSONALIZED <i>Level 3</i>
Professional Development	PD is driven by requirements and time allocated on the district calendar.	PD is aligned to campus priorities and time is allocated by campus needs, but not necessarily PL.	PD is aligned to PL vision and priorities but may not consistently exemplify PL.	PD consistently exemplifies what PL should look like in the classroom, incorporates PLC structures, peer coaching, and teacher-facilitated PD.
Observation + Feedback	The TEI spot observation form is used to observe and provide feedback. Frequency of observation and feedback cycle is based on definition by the TEI effectiveness rating.	PL coaching tools are sometimes used to observe and provide feedback on BL or PL practices.	PL coaching tools are regularly used by administrators and/or leadership teams to observe and provide feedback on BL or PL practices.	PL coaching tools are used routinely by teachers and administrators to observe and provide feedback on BL or PL practices.
Goal-Setting	Teacher and leaders set goals at the beginning of the year that include the professional development plan and Student Learning Objective (SLO) .	Teachers and leaders set goals at the beginning of the year. Leaders use the PL Coaching + Development Rubric as a guide to support growth on the professional development plan and/or SLO.	Teachers and leaders use the PL Coaching + Development Rubric to set a long-term goal specific to growth in personalized learning practices. An action plan is co-created to ensure growth is attainable.	The PL Coaching + Development Rubric is used to set goals on a short-term basis. Goal-setting is responsive to the teacher's needs and reflects growth.
Learner Profile	Progress monitoring is done using traditional metrics and is disconnected from personal growth practice.	Teacher profile is created but not consistently updated or viewed other than at the beginning of the year.	Every staff member (admin and teacher) has a learner profile that is aligned with teacher needs and goals and is used to capture feedback by multiple stakeholders. Teachers use this document to drive their professional growth by setting and monitoring goals.	Every staff member (admin and teacher) has a learner profile that is consistently used to set and monitor goals, identify relevant PD offerings, and request individual support. This profile includes: evidence aligned to goals; goals aligned to broader school priorities.
Professional Learning Communities (PLCs)	PLCs are held irregularly, there is little collaboration among participants, and there is a minimal use of student data to inform instructional practices.	PLCs are held weekly and there is some collaboration among participants. Student academic data is used to inform instructional planning with minimal connection to the PL classroom practices.	There is active engagement and collaboration among most participants in PLCs. Student academic data is used to inform instructional planning with some alignment to the PL classroom practices.	PLCs are sometimes differentiated in leadership and structure based on participant needs. PL classroom practices are integrated into instructional planning based on recent academic and non-academic student data.